



Elizabeth Woodville
Primary School

Accessibility Policy (Including action plan)

Status:	Statutory
Designated Committee:	Health and Safety / Curriculum
Date Approved:	December 2022
Date of Next Review:	December 2025

Striving for Excellence ~~~

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

2. School Values

At Elizabeth Woodville Primary School, we are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. This is reflected in our school aims, which state:

- At Elizabeth Woodville Primary School, we work together to provide a supportive and stimulating learning environment, which enables **every child to succeed**.
- We nurture natural curiosity for learning by offering a range of creative learning opportunities, based on the needs of our children, with progress and partnership being key.
- Our passion lies in developing happy, motivated, independent, confident learners who reach their full potential.

Our accessibility plan is published online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

3. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes

sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

4. Current Range of Known Disabilities and Provision

The school is built on one level and is easily accessible for disabled children, staff and visitors. We have a disabled toilet with shower facilities for children. There is an internal set of stairs which is fitted with a lift to facilitate disabled access. The external mobile buildings are wheelchair accessible.

We work closely with relevant outside agencies such as the hearing and visual impairment services to ensure our provision meets the needs of our disabled pupils.

Learning Support Staff provide extra support for pupils with a high level of need at playtime/lunchtimes.

When a pupils' disability might prevent access to the curriculum we seek to modify our approach or alter our physical arrangements by making reasonable adjustments. Practical examples of how we achieve this include:

- Providing pupils with physical disabilities with appropriately adapted activities in PE;
- Provision of assistive technology;
- Use of symbols and sign language – Makaton;
- Providing additional equipment in conjunction with external agencies i.e. magnifier for a pupil with Visual Impairment;
- Reorganising the classroom layout to improve pupil movement and access when a child was temporarily in a wheel chair.

5. Complaints procedures

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

Parents of children with Special Educational Needs and Disabilities are encouraged to share any concerns they may have about the support the school provides. This should be with their child's class teacher in the first instance. However, if parents continue to be worried, or the concerns are of a more serious nature, they should contact the Special Educational Needs and Disabilities Co-ordinator or Headteacher. Further information about the support we provide is available in the document: 'Our contribution to the local offer: A guide for parents,' available on our website.

6. How the plan links to other documentation and policies

5.1. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- School improvement Plan
- Equality Information & Objectives
- Special Educational Needs and Disabilities (SEND) Policy
- Health & Safety Policy (including off-site safety)
- Behavior Management Policy

7. How the plan will be shared

6.1 The plan will be published on the school website where it will be accessible to pupils, parents, staff and other stakeholders.

8. Internal and external monitoring procedure

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing body.

Accessibility Plan 2022-2025

Elizabeth Woodville Primary School is committed to an inclusive ethos which values the achievements of all children. All staff recognise that inclusion is a process of development and not a fixed state as it involves an ongoing review of policies and practices so that we can respond to the diverse needs of all pupils in our local community. We want all children to enjoy school, to be challenged to achieve their very best. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children.

Purpose of Plan

This plan shows how all the stakeholders in Elizabeth Woodville Primary School intend, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Key Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum, which includes teaching and learning and the wider curriculum of the school.
- Improving access to the physical environment of the school, including physical aids to access education.
- To ensure written information takes account of pupils' disabilities and pupils' and parents' preferred formats.

Contextual Information

Elizabeth Woodville is an average-sized primary school in Groby, with a catchment, which is made up of privately owned housing. The school is over-subscribed, with a percentage of pupils living out of catchment – in recent years the proportion of inwardly mobile pupils moving from out of catchment has increased.

At Elizabeth Woodville we are committed to using our best endeavours to provide an appropriate and high quality education for all children at our school which enables them to:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make successful transition to their next phase of education

The school has children with a range of disabilities to include moderate and specific learning disabilities. We have a small number of pupils who have a visual impairment, developmental or mobility need.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA	REVIEW
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Our school offers a differentiated curriculum for all pupils We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum resources include examples of people with disabilities Curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs The curriculum is reviewed to make sure it meets the needs of all pupils 	<p>All pupils to continue to be provided with access to a broad and balanced curriculum which meets their individual needs.</p> <p>All pupils to continue to be provided with access to a range of resources which enable them to engage meaningfully with the curriculum.</p> <p>Subject leaders to continue to ensure that the curriculum resources for their subject area include examples of people with disabilities so that pupils feel appropriately represented.</p>	<p>Subject leaders to meet regularly with our Deputy Headteacher to review our curriculum and to share good practice with colleagues at weekly teacher meetings.</p> <p>Subject leaders to review the resources available to support their subject area as part of their subject development plan annually.</p> <p>Subject leaders to review the curriculum resources for their subject area.</p>	<p>Deputy Head and subject leaders</p> <p>Headteacher and subject leaders</p> <p>Deputy Head and subject leaders</p>	<p>Review by end of summer term 2, 2023</p> <p>Review by end of summer term 2, 2024</p> <p>Review by end of spring term 2, 2024</p>	<p>All pupils will continue to be provided with access to a broad and balanced curriculum which meets their individual needs.</p> <p>All pupils will continue to be provided with access to a range of resources which enable them to engage meaningfully with the curriculum.</p> <p>Our pupils will feel appropriately represented.</p>	<p>Broad and balanced curriculum in place. Coverage of all subjects in line with DfE guidance.</p> <p>‘SEND Essentials’ document produced listing the range of accessibility support that is available to all pupils through our Quality First Teaching (QFT) offer.</p> <p>Rolling curriculum review involves subject leader pupil interviews and a resource review to ensure pupils feel appropriately represented.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA	REVIEW
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Lift • Corridor width • Disabled parking bay • Disabled toilet and changing facility 	<p>To ensure all areas of the school are easily accessible to disabled pupils and staff, parents/carers.</p> <ul style="list-style-type: none"> • Increased lighting in outside areas • Areas clearly identified through the use of signage and markings • Repairs to pathways and ramps to ensure wheelchair access to entire site. <p>Assistive technology equipment in place to support pupils and staff.</p>	<p>All staff to report any areas of damage or concern, which could prevent access to pupils or staff.</p> <p>Senior leaders and governors to regularly conduct a review of school premises throughout the year as part of our health and safety committee visits.</p> <p>SENDCo and class teacher to ensure equipment is quickly procured once a need has been identified.</p>	<p>All staff Headteacher and governors</p> <p>Headteacher</p> <p>SENDCo</p>	<p>End of summer term 2024</p> <p>End of spring term 2025</p>	<p>Indoor and outdoor spaces will be well maintained ensuring that pupils, staff and parents/carers are able to access learning environments safely.</p> <p>We will continue to ensure that students are able to fully access teaching and learning opportunities.</p>	<p>Indoor and outdoor maintenance has ensured that pupils, staff and parents have safe access to the school's learning environments.</p> <p>Disabled parents are able to access dedicated parking in the school car park.</p> <p>iPads have been used to provide assistive technology for pupils. Staff and pupils have received training from the Computing Lead.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA	REVIEW
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Visual class timetable (Consistent across all classes) • Internal signage • Large print resources • Pictorial or symbolic representations • Picture Exchange Communication Systems (PECS) 	Senior leaders to ensure that a range of communication methods are made readily available to pupils, staff, parents and visitors to ensure that information is shared meaningfully with them.	<p>SENDCo to provide training in meeting the needs of SEND pupils through QFT 'Essentials'</p> <p>SENDCo to provide specific communication training as required for staff.</p> <p>SENDCo to ensure that all classes are provided with new and replacement resources to support the full range of communication methods used across school.</p>	SENDCo, Headteacher	End of summer term 2025	Pupils, staff, parents and visitors will continue to be able to access information meaningfully.	All classes have implemented a visual timetable to ensure then and next activities are effectively communicated to all pupils.